

Montana Content Ch

| | Standards | Grade |
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| | Standard 1 – Students construct meaning as they comprehend, interpret, and respond to what they read. | <p>1. Make predictions and connections between previous information/experiences. HE - 5.4.1; 5.4.2; 5.4.3. [LT - 1.4.1; 5.4.3. [SC - 1.4.4; 2.4.4]. [SL - 1.4.1; 5.4.1].</p> <p>2. Incorporate new print/nonprint information to draw conclusions and make applications. [AR - 4.4.1]. HE - 1.4.1; 1.4.3; 1.4.4; 1.4.5. LT - 5.4.2. MA - 1.4.4. SS - 1.4.3; 4.4.3. WL - 5.I.1. WR - 6.4.3.</p> <p>3. Provide oral, written, and/or artistic responses.</p> |

Content Standards Chart for Reading

| Grade 4 | Grade 8 | |
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| <p>connections between new material and es. HE - 5.4.2. LM - 3.4.2. 4.4]. [SL - 3.4.6].</p> <p>ent information into existing knowl- make application. TE - 6.4.1. 1.4.4; 1.4.5; 5.4.2. LM - 3.4.2. 4.3; 4.4.3. [SC - 1.4.4]. [SL - 3.4.6].</p> <p>artistic responses to ideas and feelings</p> | <ol style="list-style-type: none">1. Make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences. HE - 1.8.1; 1.8.4; 4.8.3. LT - 1.8.1; 1.8.5. MA - 6.8.3. [SC - 1.8.4; 2.8.4]. [SL - 3.8.6].2. Compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application. TE - 6.8.1. HE - 1.8.1; 1.8.3; 1.8.4. LM - 3.8.2. LT - 1.8.5. MA - 1.8.4; 6.8.3. [SC - 1.8.4]. SS - 1.8.3; 4.8.3. [SL - 3.8.6]. WL - 5.II.1. WR - 6.8.3.3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers. | <p>1 r E S 2 k E [V</p> |

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Upon Graduation

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eers.

1. Make predictions and describe inferences and connections within material and between new material and previous information/experiences.
HE - 1.12.1; 1.12.2; 1.12.3; 4.12.3. [LT - 1.12.1]. MA - 1.12.3.
SC - 4.12.4; [1.12.4; 1.12.5]. [SL - 3.12.6]. WL - 2.III.1.

2. Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application. TE - 6.12.1.
HE - 1.12.1; .12.2; 1.12.3; 4.12.3; 5.12.6. LM 3.12.2. MA - 1.12.4.
[SC - 1.12.4]. SS - 1.12.3; 4.12.3. [SL - 3.12.6]. WL - 5.III.1.
WR - 6.12.3.

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| | <p>[AR - 4.4.1]. HE - 1.4.1; 1.4.3; 1.4.4; 1.4.5. LT - 5.4.2. MA - 1.4.4. SS - 1.4.3; 4.4.3. WL - 5.I.1. WR - 6.4.3.</p> <p>3. Provide oral, written, and/or artistic response generated by the reading material. [TE - 6.4.3. LT - 1.4.6; 4.4.3. ML - 3.4.1. [WP - 3.4.3].</p> <p>4. Demonstrate basic understanding of main ideas and supporting details. LT - 1.4.2. [SC - 1.4.4; 3.4.5]. WR - 1.4.2.</p> <p>5. Accurately retell key elements of appropriate texts. LT - 1.4.3. [SL - 2.4.3]. WL - 3.I.4.</p> |
| Standard 2 – Students apply a range of skills and strategies to read. | <p>1. Decode unknown words combining the knowledge of grammatical structures, analysis of word parts, and context from reading material. HE - 1.4.1; 1.4.4. ML - 3.4.1.</p> <p>2. Demonstrate understanding of literary elements (e.g., character, setting, problem, solution). AR - 2.4.1.</p> <p>3. Identify literary devices (e.g., figurative language, symbolism). HE - 1.4.1; 1.4.3; 1.4.4; 1.4.5. LT - 1.4.2.</p> <p>4. Use features and organization of fiction and nonfiction to comprehend complex material (e.g., paragraphs, chapters, indexes, tables of contents, graphs, charts, etc.). MA - 6.4.2; 7.4.1. WR - 1.4.1; 5.4.1.</p> <p>5. Adjust fluency, rate, and style of reading to comprehend material with guidance.</p> <p>6. Develop vocabulary through the use of context clues, word parts, auditory clues, and reference sources (e.g., thesaurus, glossary). [TE - 1.4.2]. LT - 2.4.1.</p> <p>7. Identify and apply reading strategies, including self-monitoring, self-correcting, and rereading to comprehend material.</p> <p>8. Ask questions and check predictions prior to and during reading. LT - 1.4.5.</p> |
| Standard 3 – Students set goals, monitor, and evaluate their progress in reading. | <p>1. Articulate strategies used to self-monitor and evaluate progress and overcome reading difficulties with guidance.</p> <p>2. Describe reading successes and set reading goals.</p> <p>3. Select authors, subjects, and print and nonprint materials to read with others. LT - 3.4.2.</p> |

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| <p>1.4.4; 1.4.5; 5.4.2. LM - 3.4.2. SS - 1.8.3; 4.4.3. [SC - 1.4.4]. [SL - 3.4.6].</p> <p>artistic responses to ideas and feelings al. [TE - 6.4.2]. AR - 1.4.1; 3.4.2. [WP - 3.4.3]. WL - 2.I.2.</p> <p>ding of main ideas and some support- 4.4; 3.4.5]. SS - 1.4.3. WL - 2.I.3.</p> <p>ts of appropriate reading material. 3.I.4.</p> | <p>1.8.3; 1.8.4. LM - 3.8.2. LT - 1.8.5. MA - 1.8.4; 6.8.3. [SC - 1.8.4]. SS - 1.8.3; 4.8.3. [SL - 3.8.6]. WL - 5.II.1. WR - 6.8.3.</p> <p>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers. [TE - 6.8.2]. AR - 1.8.1; 3.8.2; [4.8.1]; 4.8.2; 4.8.3; 4.8.4. LM - 3.8.2. LT - 1.8.6; 4.8.3. ML - 3.8.1. SS - 4.8.3. [WP - 3.8.3]. WL - 2.II.1; 2.II.2.</p> <p>4. Demonstrate understanding of main ideas and select important supporting facts and details. LT - 1.8.2; 1.8.5. [SC - 1.8.4; 3.8.5]. SS - 1.8.3. WL - 2.II.3. WR - 1.8.2.</p> <p>5. Provide accurate, detailed summaries using key elements of appropriate reading material. LT - 1.8.2; 1.8.3. [SL - 2.8.3].</p> | |
| <p>Combining the elements of phonics, gram- word parts, and context to understand 4.4. ML - 2.4.1. WL - 7.I.1; 7.I.2.</p> <p>of literary elements (e.g., plot, charac- AR - 2.4.1 (TH). LT - 2.4.2.</p> <p>, figurative language and exaggera- 1.4.5. LT - 2.4.1.</p> <p>n of fiction and nonfiction material to (e.g., paragraphs, chapters, titles, bhs, charts, visuals). LT - 2.4.1; 2.4.4. 5.4.1.</p> <p>e of reading to the purpose of the</p> <p>the use of context clues, analysis of reference sources (e.g., dictionary, 2]. LT - 2.4.3.</p> <p>ategies, including decoding words, o comprehend.</p> <p>dictions prior to, during, and after</p> | <p>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understanding reading material. ML - 2.8.1. WL - 7.II.1; 7.II.2.</p> <p>2. Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict). AR - 2.8.1 (TH). LT - 2.8.2.</p> <p>3. Identify and compare literary devices (e.g., figurative language, exaggera- tion, irony, humor, dialogue). LT - 2.8.1.</p> <p>4. Use features and organization of fiction and nonfiction material to compre- hend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). LT - 2.8.4. MA - 6.8.2; 7.8.4. [WP - 3.8.3]. WR - 1.8.1; 5.8.1.</p> <p>5. Adjust fluency, rate, and style of reading to the content and purpose of the material.</p> <p>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and spe- cialized vocabularies related to specific academic areas, culture, and technol- ogy. TE - 1.8.2. LT - 2.8.3. MA - 1.8.3.</p> <p>7. Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.</p> <p>8. Ask questions, check predictions, and summarize information prior to, during, and after reading.</p> | |
| <p>self-monitor reading progress and to with guidance from the teacher.</p> <p>nd set reading goals.</p> <p>print and nonprint material to share</p> | <p>1. Articulate and evaluate strategies to self-monitor reading progress, over- come reading difficulties, and seek guidance as needed.</p> <p>2. Monitor reading successes and set reading goals.</p> <p>3. Select authors, subjects, and print and nonprint material, expressing reasons for recommendations. LT - 3.8.1.</p> | |

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| <p>and eers.</p> <p>.2. ting</p> <p>te</p> | <p>knowledge to draw conclusions and make application. TE - 6.12.1. HE - 1.12.1; .12.2; 1.12.3; 4.12.3; 5.12.6. LM 3.12.2. MA - 1.12.4. [SC - 1.12.4]. SS - 1.12.3; 4.12.3. [SL - 3.12.6]. WL - 5.III.1. WR - 6.12.3.</p> <p>3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influences one's life and role in society. [TE - 6.12.2]. AR - 3.12.2. LM 3.12.2. LT - [1.12.5]; 1.12.6; 4.12.3. SS - 6.12.2. [WP - 3.12.3]. WL - 2.III.2.</p> <p>4. Demonstrate understanding of main ideas and formulate arguments using supporting evidence. HE - 1.12.3; 1.12.5. LT - 1.12.2. [SC - 1.12.4]. SS - 1.12.3; 4.12.3; 4.12.5. WL - 2.III.3. WR - 1.12.2; 6.12.3.</p> <p>5. Accurately paraphrase reading material, reflecting tone and point of view. LT - 1.12.3. WL - 2.III.3.</p> |
| <p>tical</p> <p>ot,</p> <p>gera-</p> <p>mpre- s of</p> <p>f the</p> <p>d</p> <p>pe- chnol-</p> <p>,</p> | <p>1. Decode unknown words combining the elements of phonics, grammatical structure, analysis of word parts, word connotation, and denotation and context to understand reading material. WL - 7.III.1; 7.III.2.</p> <p>2. Identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict). AR - 2.12.1 (TH). LT - 1.12.3; 2.12.2.</p> <p>3. Identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism). LT - 1.12.1; 1.12.5; 1.12.6; 2.12.1; 2.12.2; 2.12.4.</p> <p>4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization). LT - 2.12.4. MA - 7.12.2. [WP - 3.12.3]. WR - 1.12.1; 5.12.1.</p> <p>5. Adjust fluency, rate, and style of reading to content and purpose of the material. TE - 1.12.2. LT - 1.12.3. MA - 1.12.3.</p> <p>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and references sources, and expand and refine vocabulary related to specific academic areas, culture, and technology. TE - 1.12.2. LT - 2.12.3. MA - 1.12.3.</p> <p>7. Use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate.</p> <p>8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.</p> |
| <p>er-</p> | <p>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.</p> <p>2. Analyze reading successes and attainment of reading goals.</p> <p>3. Select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained. LT - 3.12.1.</p> |

Reading

Standard 4 – Students select, read, and respond to print and nonprint material for a variety of purposes.

1. Identify a variety of purposes for reading (e.g., for information, for enjoyment, for lifelong reading habits). [LT - 3.4.1](#); [3.4.2](#).
2. Solve a problem or answer a question through reading (e.g., for labels, instructions). [TE - 5.4.1](#); [6.4.3](#); [6.4.4](#). [LM - 1.4.2](#); [4.4.1](#). [\[SC - 6.4.1\]](#). [SS - 1.4.1](#). [WR - 6.4.3](#).
3. Perform tasks for a variety of purposes by reading (e.g., for directions, schedules, maps, tables, charts). [1.4.5](#). [LM - 1.4.5](#). [MA - 6.4.2](#). [ML - 2.4.1](#).
4. Read and provide oral, written, and/or artistic responses to literature from different perspectives, cultures, and issues in traditional and contemporary literature. [AR - 1.4.1](#); [3.4.2](#). [LM - 3.4.1](#). [1.4.2](#). [5.4.2](#). [\[SC - 6.4.2\]](#). [SS - 4.4.3](#); [4.4.6](#); [6.4.2](#).
5. Read a variety of sources to demonstrate understanding of current events (e.g., newspapers, magazines). [LT - 4.4.1](#). [\[SC - 5.4.1\]](#).
6. Read and interpret information from a variety of sources (e.g., memos, directories, maps, tables, and other technological material). [TE - \[3.4.1\]](#). [5.4.6](#). [LM - 1.4.3](#); [3.4.2](#). [LT - 4.4.1](#). [\[SC - 4.4.1\]](#). [WP - 3.4.4](#). [WL - 6.I.1](#). [WR - 6.4.2](#).

Standard 5 – Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

1. Identify and summarize similarities and differences in an element such as character within a text and across texts. [\[AR - 6.4.1\]](#). [LT - 1.4.4](#). [\[SC - 3.4.1\]](#).
2. Make connections, integrate, and organize information from multiple sources. [\[AR - 6.4.1](#); [6.4.2\]](#). [LT - 1.4.4](#). [SS - 1.4.1](#); [4.4.1](#). [WP - 3.4.2](#); [3.4.3](#). [WL - 6.4.1](#).
3. Recognize authors' points of view. [LM - 4.4.3](#). [SS - 1.4.1](#); [4.4.6](#).
4. Distinguish fact from opinion in various sources. [LM - 1.4.4](#); [1.4.6](#); [4.4.3](#). [ML - 1.4.1](#); [4.4.2](#). [SL - 3.4.5](#).

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| <p>s for reading (e.g., personal satisfac- T - 3.4.1; 3.4.3. ML - 1.4.1; 2.4.1. question through reading (e.g., signs, 6.4.3; 6.4.4. HE - 1.4.4; 5.4.2. SS - 1.4.1; 1.4.3. WP - 3.4.1.</p> <p>f purposes by reading (e.g., recipes, les, charts). [TE - 3.4.1]. HE - 1.4.4; ML - 2.4.1. [SC - 6.4.1]. SS - 3.4.5. en, and/or artistic responses to diverse es in traditional and contemporary M - 3.4.1. LT - 1.4.6; 4.4.2; 5.4.1; 4.4.6; 6.4.2. WL - 6.I.2.</p> <p>demonstrate an understanding of s, magazines). HE - 1.4.1; 1.4.4; 1.4.5.</p> <p>on from a variety of documents and es, maps, tables, schedules, as well as TE - [3.4.1]; 5.4.2; 5.4.3. HE - 5.4.2; 1.4.1. [SC - 5.4.3; 5.4.4]. SS - 3.4.5; WR - 6.4.2.</p> | <ol style="list-style-type: none"> 1. Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading). LT - 3.8.3; 4.8.3. ML - 1.8.1; 2.8.1. 2. Read to organize and understand information, and to use material to investi- gate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information). TE - 5.8.3; 6.8.3. HE - 1.8.1; 1.8.3; 1.8.4; 1.8.5. LM - 1.8.2. LT - 4.8.1. [SC - 6.8.1]. WP - 3.8.1. WR - 6.8.3. 3. Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs). TE - 3.8.1; 5.8.1; 6.8.4. HE - 1.8.1; 5.8.6. LM - 1.8.5; 4.8.1; 4.8.2. LT - 4.8.1. MA - 1.8.3; 6.8.2. ML - 2.8.1. [SC - 6.8.1]. SS - 1.8.1; 3.8.5. WL - 6.II.1. WR - 6.8.3. 4. Read, analyze, and provide oral, written, and/or artistic responses to tradi- tional and contemporary literature. TE - 5.8.3. AR - [1.8.1]; 3.8.2. LT - 1.8.6; 4.8.1; 4.8.2. [SC - 6.8.2]. SS - 6.8.2. 5. Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change). [AR - 1.8.1]. LM - 3.8.1. LT - 5.8.2. [SC - 5.8.1; 5.8.4]. WL - 6.II.2. 6. Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information). LT - 5.8.2; 5.8.3. [SC - 5.8.3; 5.8.4]. SS - 4.8.3. 7. Identify, locate, read, and interpret information from a variety of docu- ments and sources (e.g., graphs, tables, policy statements, television, Internet). TE - 3.8.1; 5.8.2. HE - 1.8.1; 1.8.3; 1.8.4; 1.8.5; 5.8.6. LM - 1.8.3; 3.8.2. LT - 4.8.1. MA - 6.8.3. ML - 1.8.1. SS - 3.8.5; 4.8.1. WP - 3.8.4. WL - 3.II.4. WR - 6.8.2. | <p>1 li up 2 T S 3 to le L 4 v ar L 3 5 sp 4 W 6 ci [S 7 (e 5 M W</p> |
| <p>larities and differences using a single n a text and between sources of infor- 4. [SC - 3.4.4; 3.4.5]. SS - 1.4.1.</p> <p>and organize information from mul- 2]. LT - 1.4.4. [SC - 3.4.4; 3.4.5]. 4.3. WL - 5.I.2.</p> <p>view. LM - 1.4.6; 4.4.3. ML - 4.4.2;</p> <p>n in various print and nonprint material. 1.4.1; 4.4.2. SS - 1.4.1; 1.4.2; 4.4.6.</p> | <ol style="list-style-type: none"> 1. Compare and contrast information and textual elements in print and nonprint material. LT - 1.8.4; 5.8.2. ML - 1.8.1; 2.8.1. [SC - 3.8.5]. SS - 1.8.1. 2. Make connections, explain relationships among a variety of sources, and integrate similar information. LT - 1.8.4. [SC - 3.8.5]. SS - 1.8.1; 4.8.1. WP - 3.8.3. WL - 5.II.2. WR - 6.8.3. 3. Recognize authors' points of view and purposes. LM - 1.8.4; 4.8.3. ML - 1.8.1; 4.8.2. SS - 1.8.1; 1.8.2; 4.8.6. [SL - 3.8.5]. 4. Recognize authors' use of language and literary devices to influence readers. LM - 1.8.4; 4.8.3. LT - 2.8.3; 2.8.4. SS - 1.8.1; 6.8.2. 5. Recognize, express, and defend a point of view. LM - 1.8.4. SS - 1.8.1; 1.8.3. WR - 6.8.3. | <p>1 v 2 2 n W 3 L W 4 in 5 S</p> |

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| <p>on, 3.8.3; investi- papers, 3.3; 3.3. maps, 1.8.1; 1. radi- g - ernet).</p> | <ol style="list-style-type: none"> 1. Integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading). TE - 5.12.1. HE - 5.12.6. LT - 3.12.3. 2. Read to evaluate appropriate resource material for a specific task. TE - 5.12.2. LM - 1.12.2; 4.12.1. ML - 2.12.1. SC - 1.12.6; [6.12.1]. SS - 1.12.2; 1.12.6. WP - 3.12.1. WR - 6.12.3. 3. Locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information). TE - 5.12.3; 6.12.3. HE - 5.12.6. LM - 4.12.2. LT - 5.12.1. SC - 4.12.4; [6.12.1]. SS - 3.12.5. WR - 6.12.3. 4. Read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals). TE - 3.12.1; 5.12.3; 6.12.4. HE - 5.12.6. LM - 1.12.5; 4.12.1. LT - [1.12.4]; 5.12.1. [SC - 6.12.2]. SS - 1.12.3; 3.12.5. WL - 6.III.1. WR - 6.12.3. 5. Read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes). LM - 3.12.1. LT - 1.12.4; 4.12.1; 4.12.2; 4.12.4; 5.12.2. SC - 5.12.1; [5.12.4]. SS - 6.12.2. WL - 6.III.2. 6. Read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters). LT - 4.12.1; 5.12.1. [SC - 5.12.3; 5.12.4]. SS - 1.12.3; 4.12.1; 4.12.3. 7. Locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet). TE - 3.12.1; 5.12.2. HE - 5.12.6. LM - 1.12.3; 1.12.4; 3.12.2; 4.12.1. LT - 4.12.1; 5.12.1. ML - 1.12.1; 2.12.1. SC - [1.12.6]; 5.12.2; [5.12.4]. SS - 3.12.7; 4.12.1. WP - 3.12.4. WL - 3.3.4. WR - 6.12.2. |
| <p>nd 1;</p> | <ol style="list-style-type: none"> 1. Compare and contrast information and broad themes within and among a variety of information sources. LT - 1.12.4; [4.12.4]; 5.12.2. ML - 1.12.1; 2.12.1. [SC - 3.12.5]. SS - 1.12.1; 4.12.7. WL - 2.III.3. 2. Logically synthesize information from a complex range of print and nonprint sources. [SC - 3.12.4; 3.12.5]. SS - 1.12.1; 4.12.1. WP - 3.12.3. WL - 5.III.2. WR - 6.12.3. 3. Apply basic principles of formal logic to print and nonprint material. LM - 1.12.4; 4.12.3. ML - 4.12.2. SS - 1.12.1; 1.12.2. SL - 3.12.5. WR - 6.12.3. 4. Analyze use of evidence, logic, language devices, and bias as strategies to influence readers. LM - 1.12.4; 1.12.5; 4.12.3. LT - 2.12.3; 2.12.4; [3.12.2]; 5.12.3. ML - 4.12.2. [SC - 3.12.5]. SS - 1.12.1; 1.12.2; 4.12.7; 6.12.2. SL - 3.12.5. WR - 6.12.3. |

LEGEND:

Content Code:

AR - Arts (dark pink)

HE - Health E

ML - Media Literacy (blue)

RE - Reading

TE - Technology (purple)

WP - Workpla

User Code:

RE 1.4.2 = Reading, Standard 1, Grade 4, Bench



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- Health Enhancement (black)

- Reading (blue)

- Workplace Competencies (yellow)

4, Benchmark 2

LM - Library Media (pink)

SC - Science (red)

WL - World Languages (lilac)

LT - Literature (blue)

SS - Social Studies (gold)

WR - Writing (blue)

ndent

SE 3.12.3. WR 3.12.3.

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